**Field Experience Journal**

**Theme #1: Orientation to school.**

We met with Nate Fuller on Friday October 28th. Mondays, Wednesdays, and Fridays will be my usual days. He would like us there at 9:50 most days, but 9:45 on Fridays because they have a shortened schedule. I will go in a couple of full days to make sure I get to 30 hours and to get a feel for what his day is like before student teaching with him next semester. He provided us with copies of the week’s reading assignment. He e-mailed me the syllabus earlier in the semester. I currently only have his e-mail address to contact him.

**Theme #2: Interview with your cooperating teacher.**

We have not had time to do a formal interview with Mr. Fuller, so these are based on class observations.

Classroom management: Most behavior problems are addressed immediately. Issues that require a more in depth discussion with a student are addressed when the other students are busy or after class. Fourth period seems to have more behavioral problems than third period. When he says, “Face front,” students know that they are to be facing forward (not sitting sideways as some of these students are prone to do) and paying attention.

Potential problems: The two class periods we are attending for our field experience are for the 9th Grade Academy. Mr. Fuller told us that these students are typically in the bottom 1/3 of achievement, but some of them are in the Academy for other reasons such as behavior. The goal is to get them caught up to their peers by 10th grade.

Group work and inquiry type teaching: The first day the students were finishing up group projects in which they researched part of the chapter and created PowerPoint presentations they presented over the next three days. Friday he did a review game with the Ball of Knowledge.

Assessments and Grading: Participation was part of their presentation grades. Student grades are based on tests, quizzes, homework, projects, and daily participation. They have an end of the unit test on Wednesday. He does not give essay tests in these sections. He showed me how to run the answer sheets through the grading machine with tests from another class. He allows students to get 1/3 of a point for each incorrect answer they correct and write a sentence for.